**Kelsey McGrath**

**Grade 4**

**Lesson Topic: Water Conservation**

**Time: 1-2 Days**

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| **Essential Question:** How do natural events affect our world? | | |
| **Instructional Outcome:** I can identify my water usage and create a project persuading others to conserve water by using research to support my cause. | | |
| **Description:**  Every day, the average American uses about 50 gallons of water for drinking, bathing, cooking, and maintenance. Water is a precious resource. It's important for students to learn how to use water wisely, particularly during extended dry weather.  (DEP, 2017*)*  **Objectives:**  Students will be able to identify their water usage.  Students will be able to create a persuasive project urging their assigned audience to conserve water. | | |
| **Common Core Standards Met:** RI4.1, RI4.7, W.4.1 SL4.1, SL4.4 | | |
| **Danielson Standards Met:** 3b, 3c, 3d  **Science Standards Met**: 2.1c | | |
| **Vocabulary:**  water system (review)  conserve | **Materials:**  Last night's homework: Personal Water Use Chart: http://www.k12science.org/media/live/curriculum/drainproj/personalwateruse.pdf  Anchor Chart: Circle Map  Website: http://www.nationalgeographic.com/environment/freshwater/water-conservation-tips/  Water Conservation Skit: https://www.youtube.com/watch?v=erHYgz96fZA  Every Drop Counts Ad:  https://www.colgatepalmolive.com/en/us/corp/core-values/sustainability/water  Student and Family Pledge: https://www.epa.gov/sites/production/files/2017-02/documents/ws-ourwater-drop-pledge.pdf  Laptops for research and brainstorming and recording  Home Water Conservation Kit: http://www.nyc.gov/html/dep/pdf/bcs/home-water-conservation-kit-app.pdf | |
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| **Learning Activities:** | | |
| * **Engage:** Teacher displays her own Personal Water Use Chart and models how to total her weekly water use. Pose the question, "What activities do you use the most water?" Have students share and jot activities down in the circle map. * **Review**: Go over material from yesterday's lesson on available water worldwide. Facilitate a discussion by having students share what they found most surprising. Brainstorm ways to conserve water. Go to the National Geographic website and add ideas to the circle map. Ask students how will we teach others about water conservation. Take student suggestions and tell them that we will be working to persuade our families, teachers, and other students in our school to persuade others to conserve water. * **Model:** Play the Water Conservation Skit video. Inform students that their first choice activity is to create a skit for the second graders teaching them about the importance of water conservation. Next, play to Every Drop Counts Ad and inform students that they can choose to create an advertisement for our next teacher meeting to persuade teachers to conserve water. They can also create persuasive posters if they would like instead to be hung up around the school. Lastly, students have the option to create a Conservation plan to ensure their families are conserving water at home. Display student and family pledge. Review the rubric. * **Brainstorm:** While the teacher is grouping students based on choices, students have 10 minutes to brainstorm ideas and research accompanying facts as well. * **Collaborate:** Have students meet in groups to share their designs and plans. Give students time to create a group design, and present a proposed plan to the teacher before gaining materials. * **Share:** Have students present their persuasive pieces in class. Have students leave feedback for each group before presenting projects to the school. | | |
| **DOK Questioning:** | | |
| What would happen if we didn't conserve water?  Why is it important to conserve water? | | |
| **Reflect and Connect:** | | **Assessments:** |
| * **Review LT**   Students will present their projects to second grade, teachers, and families.  Turn and Talk: What is one question you still have about water? | | **◻** Quick Check ◻ **Student Work**  ◻ Survey ◻ Feedback  ◻ Exit Slip ◻ Share  ◻ **Discussion** ◻ Observation  ◻ **Questioning** ◻ **Rubric**  ◻ Checklist  ◻ Other: |

**Water Conservation Project**

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| Content | -Report on topic in an organize concise manner  -Uses appropriate and relevant main idea and key details (specific facts).  -Uses descriptive details and makes connections to other aspects of our learning | -Report on topic in an organize manner  -Uses appropriate and relevant facts that provide new information to our visitors.  -Uses descriptive details to support the main idea. | -Report on topic  -Uses appropriate facts.  - Uses some descriptive details | -Mentions topic and some information about the topic.  -Uses facts about the topic. |
| Voice | -Speaks clearly at an appropriate level.  -Pace of presentation is clear and expressive tone is used when necessary. | -Mostly speaks at a clear and appropriate level.  -Pace of presentation is clear. | -Speaks audibly.  -Sentences are coherent. | -Unable to be heard.  -Sentences are not coherent. |